

New York State District Report Card Comprehensive Information Report

BEDS Code: 66-04-05-03-0000
 Name: Ardsley Union Free School District
 Superintendent: Richard Maurer

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	155	166	138
First	168	161	157
Second	164	168	164
Third	169	159	166
Fourth	169	171	171
Fifth	179	172	181
Sixth	178	189	181
Ungraded Elementary	52	63	83
Seventh	194	179	193
Eighth	162	194	183
Ninth	160	159	195
Tenth	168	162	171
Eleventh	144	171	157
Twelfth	125	138	172
Ungraded Secondary	34	33	31
Total K-12 Enrollment	2221	2285	2343

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	226	10.2%	225	9.8%	251	10.7%
Black (Not Hispanic)	55	2.5%	69	3.0%	74	3.2%
Hispanic	66	3.0%	80	3.5%	86	3.7%
White (Not Hispanic)	1874	84.4%	1911	83.6%	1932	82.5%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	17	18	17
Common Branch	20	19	19
English Grade 8	23	22	21
Mathematics Grade 8	20	20	21
Science Grade 8	20	20	21
Social Studies Grade 8	23	22	21
English Grade 10	17	19	20
Mathematics Grade 10	21	20	20
Science Grade 10	14	15	21
Social Studies Grade 10	19	18	20

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
6	This is a school district with low student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	34	1.5%	36	1.6%	31	1.3%
Eligible for Free Lunch	41	1.9%	28	1.2%	28	1.2%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		95.7%		95.1%		96.6%
Student Suspensions	93	4.3%	89	4.0%	59	2.6%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	0.4%	0.7%	0.6%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	188
Total Other Professional Staff	37
Total Paraprofessionals	181
Teaching Out of Certification*	0

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	121	104	86%	127	116	91%	149	139	93%
Students with Disabilities	2	2	100%	11	4	36%	18	11	61%
All Students	123	106	86%	138	120	87%	167	150	90%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	147	19	0	0	1	0
Percent	88%	11%	0%	0%	1%	0%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
18	11	3	21

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	0		1		1	0.2%
	Entered GED Program*	1		0		0	0.0%
	Total Noncompleters	1		1		1	0.2%
Students with Disabilities	Dropped Out	0		1		1	1.3%
	Entered GED Program*	0		0		0	0.0%
	Total Noncompleters	0		1		1	1.3%
All Students	Dropped Out	0	0.0%	2	0.3%	2	0.3%
	Entered GED Program*	1	0.2%	0	0.0%	0	0.0%
	Total Noncompleters	1	0.2%	2	0.3%	2	0.3%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	0	0	168
	Number of Students with Disabilities	4	0	28
	Number of All Students	4	0	196
	Percent of Enrollment	1%	0%	34%
9-12	Number of General-Education Students	600	576	644
	Number of Students with Disabilities	0	54	82
	Number of All Students	600	630	726
	Percent of Enrollment	97%	97%	100%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	29	100%	40	100%	37	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	110	95%	126	99%	116	95%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	2	#	0	0%	1	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	3	#	9	89%	9	78%

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	10	100%	2	#	1	#
Science	1	#	1	#	0	0%
Reading	1	#	1	#	1	#
Writing	2	#	0	0%	0	0%
Global Studies	3	#	5	100%	1	#
U.S. Hist & Gov't	6	100%	0	0%	2	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	14	93%	8	100%	5	100%
Science	4	#	0	0%	2	#
Reading	2	#	4	#	5	80%
Writing	2	#	6	100%	7	86%
Global Studies	3	#	4	#	5	100%
U.S. Hist & Gov't	5	80%	4	#	6	50%

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	132	160	163	9	13	16
Number Scoring 55-100	129	158	156	7	12	11
Number Scoring 65-100	122	152	147	5	11	6
Number Scoring 85-100	84	79	80	2	1	1
Percentage of Tested Scoring 55-100	98%	99%	96%	78%	92%	69%
Percentage of Tested Scoring 65-100	92%	95%	90%	56%	85%	38%
Percentage of Tested Scoring 85-100	64%	49%	49%	22%	8%	6%
Mathematics A						
Number Tested	159	161	215	22	12	26
Number Scoring 55-100	130	155	213	7	11	24
Number Scoring 65-100	116	148	209	5	10	23
Number Scoring 85-100	51	65	102	2	1	8
Percentage of Tested Scoring 55-100	82%	96%	99%	32%	92%	92%
Percentage of Tested Scoring 65-100	73%	92%	97%	23%	83%	88%
Percentage of Tested Scoring 85-100	32%	40%	47%	9%	8%	31%
Mathematics B						
Number Tested	0	116	157	0	2	4
Number Scoring 55-100	0	108	150	0	#	#
Number Scoring 65-100	0	100	137	0	#	#
Number Scoring 85-100	0	42	70	0	#	#
Percentage of Tested Scoring 55-100	0%	93%	96%	0%	#	#
Percentage of Tested Scoring 65-100	0%	86%	87%	0%	#	#
Percentage of Tested Scoring 85-100	0%	36%	45%	0%	#	#
Global History and Geography						
Number Tested	164	164	176	20	17	18
Number Scoring 55-100	158	159	170	18	14	14
Number Scoring 65-100	155	148	165	18	11	12
Number Scoring 85-100	75	88	86	4	3	4
Percentage of Tested Scoring 55-100	96%	97%	97%	90%	82%	78%
Percentage of Tested Scoring 65-100	95%	90%	94%	90%	65%	67%
Percentage of Tested Scoring 85-100	46%	54%	49%	20%	18%	22%
U.S. History and Government						
Number Tested	131	155	160	9	10	16
Number Scoring 55-100	127	154	153	7	9	10
Number Scoring 65-100	119	153	149	5	9	10
Number Scoring 85-100	68	121	99	3	9	3
Percentage of Tested Scoring 55-100	97%	99%	96%	78%	90%	62%
Percentage of Tested Scoring 65-100	91%	99%	93%	56%	90%	62%
Percentage of Tested Scoring 85-100	52%	78%	62%	33%	90%	19%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	156	199	191	12	20	18
Number Scoring 55-100	156	198	191	12	19	18
Number Scoring 65-100	156	196	189	12	18	16
Number Scoring 85-100	86	94	108	1	5	1
Percentage of Tested Scoring 55-100	100%	99%	100%	100%	95%	100%
Percentage of Tested Scoring 65-100	100%	98%	99%	100%	90%	89%
Percentage of Tested Scoring 85-100	55%	47%	57%	8%	25%	6%
Physical Setting/Earth Science						
Number Tested	195	182	182	22	13	20
Number Scoring 55-100	193	182	178	21	13	17
Number Scoring 65-100	184	176	170	20	12	15
Number Scoring 85-100	80	95	83	5	4	4
Percentage of Tested Scoring 55-100	99%	100%	98%	95%	100%	85%
Percentage of Tested Scoring 65-100	94%	97%	93%	91%	92%	75%
Percentage of Tested Scoring 85-100	41%	52%	46%	23%	31%	20%
Physical Setting/Chemistry						
Number Tested	159	137	172	7	4	9
Number Scoring 55-100	157	137	172	7	#	9
Number Scoring 65-100	151	134	166	7	#	9
Number Scoring 85-100	56	70	57	1	#	2
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	#	100%
Percentage of Tested Scoring 65-100	95%	98%	97%	100%	#	100%
Percentage of Tested Scoring 85-100	35%	51%	33%	14%	#	22%
Physical Setting/Physics						
Number Tested			92			0
Number Scoring 55-100			91			0
Number Scoring 65-100			90			0
Number Scoring 85-100			49			0
Percentage of Tested Scoring 55-100			99%			0%
Percentage of Tested Scoring 65-100			98%			0%
Percentage of Tested Scoring 85-100			53%			0%

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	30	44	24	1	0	1
Number Scoring 55-100	30	44	24	#	0	#
Number Scoring 65-100	30	44	24	#	0	#
Number Scoring 85-100	23	34	17	#	0	#
Percentage of Tested Scoring 55-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 65-100	100%	100%	100%	#	0%	#
Percentage of Tested Scoring 85-100	77%	77%	71%	#	0%	#
Comprehensive Italian						
Number Tested	4	13	12	0	1	1
Number Scoring 55-100	#	13	12	0	#	#
Number Scoring 65-100	#	13	12	0	#	#
Number Scoring 85-100	#	5	7	0	#	#
Percentage of Tested Scoring 55-100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 65-100	#	100%	100%	0%	#	#
Percentage of Tested Scoring 85-100	#	38%	58%	0%	#	#
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	101	83	105	5	2	3
Number Scoring 55-100	100	83	105	5	#	#
Number Scoring 65-100	100	83	105	5	#	#
Number Scoring 85-100	74	56	70	3	#	#
Percentage of Tested Scoring 55-100	99%	100%	100%	100%	#	#
Percentage of Tested Scoring 65-100	99%	100%	100%	100%	#	#
Percentage of Tested Scoring 85-100	73%	67%	67%	60%	#	#
Comprehensive Latin						
Number Tested	25	14	19	0	0	0
Number Scoring 55-100	25	14	19	0	0	0
Number Scoring 65-100	25	14	19	0	0	0
Number Scoring 85-100	23	14	18	0	0	0
Percentage of Tested Scoring 55-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 65-100	100%	100%	100%	0%	0%	0%
Percentage of Tested Scoring 85-100	92%	100%	95%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	163	14	1	14	2	0
Number Scoring 55-100	149	7	#	14	#	0
Number Scoring 65-100	144	6	#	14	#	0
Number Scoring 85-100	87	0	#	2	#	0
Percentage of Tested Scoring 55-100	91%	50%	#	100%	#	0%
Percentage of Tested Scoring 65-100	88%	43%	#	100%	#	0%
Percentage of Tested Scoring 85-100	53%	0%	#	14%	#	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	1	#
Students with Disabilities	0	0%	0	0%	3	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	167	2%	2%	47%	49%
	Students with Disabilities	16	0%	25%	75%	0%
	All Students	183	2%	4%	50%	45%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	160	1%	18%	53%	28%
	Students with Disabilities	24	4%	58%	33%	4%
	All Students	184	2%	23%	51%	24%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	5	0	0	1	0	4
Middle Level						
Social Studies	2	1	#	#	#	#
Secondary Level						
English Language Arts	1	0	#	#	#	#
Social Studies	1	0	#	#	#	#
Mathematics	1	0	#	#	#	#
Science	1	0	#	#	#	#

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	146	146	146	18	18	18	164	164	164
Number Scoring 55–64	0	0	0	1	1	1	1	1	1
Number Scoring 65–84	70	35	45	8	3	8	78	38	53
Number Scoring 85–100	75	111	101	5	10	6	80	121	107
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			16			0
Beginning (0-18)			0			0
Intermediate (19-31)			2			0
Advanced (32-36)			8			0
Proficient (37-39)			6			0
Reading and Writing (Grade K-1)						
Number Tested			16			0
Beginning (0-14)			3			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			8			0
Listening and Speaking (Grade 2-4)						
Number Tested			11			0
Beginning (0-18)			1			0
Intermediate (19-31)			1			0
Advanced (32-36)			2			0
Proficient (37-39)			7			0
Reading and Writing (Grade 2-4)						
Number Tested			11			0
Beginning (0-14)			0			0
Intermediate (15-24)			5			0
Advanced (25-32)			5			0
Proficient (33-35)			1			0
Listening and Speaking (Grade 5-6)						
Number Tested			3			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 5-6)						
Number Tested			3			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			3			0
Proficient (37-39)			5			0
Reading and Writing (Grade 7-8)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			3			0
Advanced (25-32)			2			0
Proficient (33-35)			3			0
Listening and Speaking (Grade 9-12)						
Number Tested			8			0
Beginning (0-18)			0			0
Intermediate (19-31)			3			0
Advanced (32-36)			3			0
Proficient (37-39)			2			0
Reading and Writing (Grade 9-12)						
Number Tested			8			0
Beginning (0-14)			0			0
Intermediate (15-24)			2			0
Advanced (25-32)			5			0
Proficient (33-35)			1			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)